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Investigating the Use of ICT in Literature Classrooms
A Case Study of Master in the Department of English at
Laghouat University

**A Dissertation Submitted in Partial Fulfillment of the Requirements for Master
Degree in Literature and Civilization Department of English**

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Dedication₁

I dedicate this work to my enormously beloved mother, to my affectionate father for believing in me, to my lovely sisters and brothers for their unconditional support , to my lovely friends: karima, Aicha, Ferial, Soumia and Kalthoum for their love, great words and contribution

Thank you all!

Nassima

Dedication₂

I dedicate this work to the ones who have been there for me through thick and thin ; their support and drive are what made me who I am today.

My parents, my dear brother and sister and my grandmother.

All the other members of my family and relatives who, in a way or another, shared their unconditional support physically , morally and even financially.

Zineb

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List of Abbreviations

CD: Compact Disc

DVD: Digital Versatile Disc

EFL: English as foreign language

ESL: English as a Second Language

ESP: English for Specific Purposes

FL: Foreign Language

FLL: Foreign Language Learners

FLT: Foreign Language Teaching

ICT: Information and Communication Technology

IM: Instant Messaging

OSS: Operations Support System

PC: Personal Computer

PDA: Personal Digital Assistants

PP/PPT: PowerPoint

SPSS: Statistical Package for the Social Sciences

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abstract

Formal teaching of literature requires a close examination of the teaching aids. The current study aims at investigating the usage of ICT in literature classes. Such an investigation subsumes the exploration of the way technology is deployed and the students' attitudes towards it. The study sheds light on the probabilistic limitations facing the ideal implementation of an ICT-assisted approach to teaching literature. The methodological framework developed for the present study makes use of the mixed-method descriptive approach where a sample of 40 male and female students of master are chosen from the department of English at Ammar Thelidji University. A questionnaire of 13 items is administered online in order to collect the data necessary to attend to the research questions. The findings, by and large, suggest that there is an acute lack in the integration of computer-assisted teaching materials from the part of the teachers. The students, on the contrary, show a more frequent use of ICT in managing their learning outcomes.

General Introduction

General Introduction

In order to master a language, one must learn its culture. The linguistic competence needs to be paired with knowledge of the target language culture. This merging would help learners of English as a Foreign Language (hereinafter EFL) to communicate effectively. Therefore, it is important to integrate culture in Foreign Language Teaching (FLT) syllabi. By all means, any discussion of the cultural aspect of language learning and teaching must allude to the literary heritage of the speech communities of the target language. It is, hence, mandatory to add literary components to the designed language teaching programs.

While teaching literature is an unsegmental feature of language teaching, parties within the pedagogical sphere, namely students and teachers, often voice some concerns about the apprehensions accompanying literature teaching. These apprehensions stem from the fact that the linguistic competence per se is delicate let alone the sociolinguistic and communicative ones. Therefore, a change in the way literature is taught is a clarion call for developing more competence language learners.

At the Algerian University, English Literature, mainly British and American literature, is obligatory and key. However, the modules can be challenging to EFL learners. Indeed, integrating these modules seeks to not only to help students learn the history of English literature and assimilate its literary works but also to cultivate a sensitive cultural background. All things being considered, the traditional teacher-centered lecture-based method is still adopted by teachers. Unorthodox teaching materials are few and far between as the integration of technology is rarely, if ever, observed in literature classes.

Given the empirical, practical and intellectual deficiencies of the traditional approach, the shift to more advanced teaching aids is a sine qua non for a better language learning experience. The paradigmatic shift entails that computer-assisted teaching materials be used more effectively and more frequently in order to stir more student involvement in the pedagogical practices of literature teaching.

Undoubtedly, Information and Communication Technology (hereinafter ICT) plays a major role in all domains of modern society including education. Literature course, however, continue to use the traditional teacher-centered classroom teaching method with the traditional handout-based knowledge building programmes. Thus, it is not surprising that students give little interest to the course and marginalize it.

1. Statement of the Problem

Teaching EFL is one of many domains that celebrates the use of ICT to promote FL learners' motivation and make the learning strategies more efficient. The department of English at Ammar Theledji University of Laghouat enjoys an arsenal of literature teachers. These teachers come from different intellectual and generational backgrounds and may have different senses of appreciation about what consists an ideal teaching environment. This results in varying approaches and techniques to teach literature. The use of ICT in teaching is also subject to teachers' variable perspectives. The present study entertains the idea of variability in language teaching. It stems from the fact that there should be a diagnostic report of the way literature is being taught at the local context prior to any remedial plans. The report has an evaluative capacity as it generates opinions from the students regarding the effectiveness of the actual teaching methods and the personalized strategies used to circumvent any probable learning hindrances.

2. Questions of the Study

In light of the above-mentioned research problem, the present study revolves around the following research questions:

- To what extent are ICT-based approaches used by teachers in lesson development?
- To what extent are ICT-based approaches used by learners in learning management?
- What are the limitations of using ICT in literature classes given the local context and potentialities?

3. Purpose of the study

The present study, however seemingly descriptive, has some prescriptively remedial bearings as it envelops a didactic content in a social surveying research. The study, first, aims at offering an evaluation of the way literature is being taught at the department of English at Laghouat University with particular reference to the integration of technology-based teaching aids in literature classes. This investigation takes under advisement the use of these aids from the teachers' part in lesson development and from the learners' part in designing their learning strategies. The study, also, aims at understanding the students' attitudes towards the use of ICT in teaching and their appreciation of the currently existence modes of instruction. Finally, the

study takes a didactic nature by aiming to highlight the conceptual, practical and material limitations of the use of technology in the local context of literature teaching.

4. Significant of the Study

Learning literature is an essential part of language learning. Therefore, studies that seek to offer theoretical grounds for better learning experience are of an essence. The present study draws significance from the fact that it acknowledges the importance of creating better literature teaching environments. Moreover, the job market nowadays requires individuals with linguistic and ICT skills. Therefore, the integration of ICT in literature teaching serves both as a means to facilitate learning and as an end on its own.

5. Structure of the Thesis

The present study is divided into three main chapters. The first chapter is a theoretical background that sets a context for the practical part in subsequent chapters; it is, in turn, divided into the discussion axes. The first one discusses literature in second language learning while the second one discusses ICT and the use thereof in teaching. The final section makes the link between the two variables of research as it discusses the use of ICT in teaching literature and the rationale behind it.

The second chapter is a review of the related literature. It foregrounds the present study by shedding light on research papers within the same scope of inquiry. Although studies with the exact scope are hard to find, the study shares interest and pivotal axes with the studies reported in this chapter. The review tackles some skills related to literature, such as collective reading, novel analysis, poetry, etc.

The third chapter is the backbone of the present study inasmuch as it details the methodological considerations and the treatment design developed to attend to the research questions. It includes description of the research protocol and the criteria of selection and inclusion. Moreover, the chapter discusses the main findings of the study and offers interpretations and commentary on the raw data which serves as a prerequisite for any implicational standings.

The final section of the study is a general conclusion where a review of the main findings is offered in parallel with the limitations, recommendations and implications of the present

General Introduction

study. Through this section, the researchers aim to offer conclusive answers to the research questions appearing in the general introduction

Chapter One Theoretical Background

Chapter One Theoretical Background

1. Introduction

The present thesis begins its efforts by using this opening chapter to set the theoretical drive of the research. This latter deals with literature and its pedagogy. At first, the chapter seeks to define literature taking into account its use in EFL classrooms and the objectives behind teaching literature in EFL. This overview sheds light on the essence of the controversy surrounding the implementation of literary texts in the context of EFL. The last part of this chapter touches the use of ICT in education and its connection to literature teaching. It addresses the importance of this technology and ways of its implementation into literature.

2. Literature

2.1. Definition of Literature

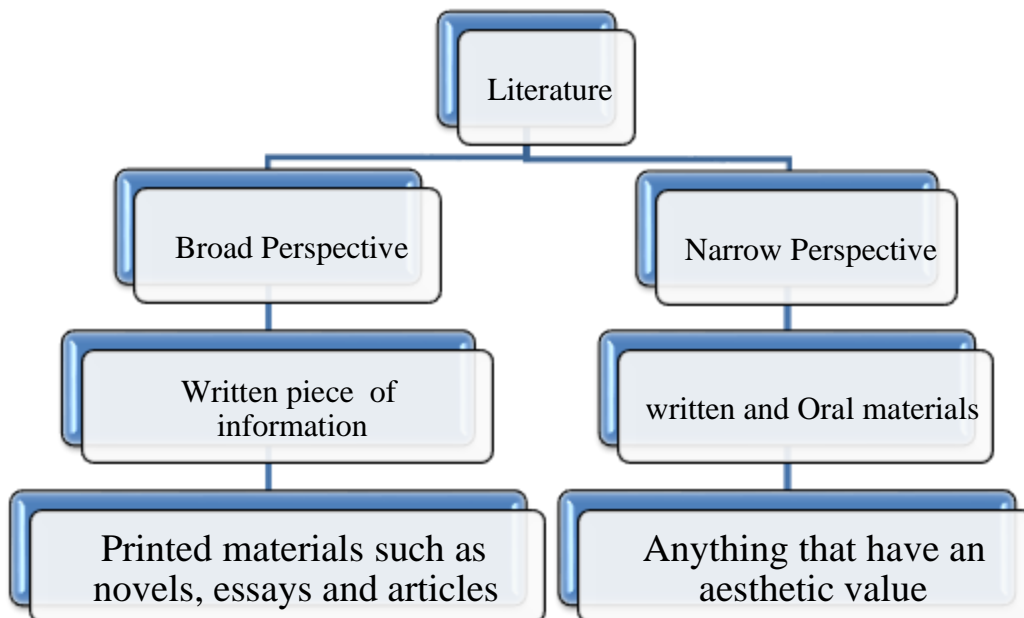
It is a widespread belief that one must first and foremost understand and define literature before engaging in any kind of activities regarding literature teaching. Levine (2001) shares this assumption by saying “teaching literature requires a clear idea of what literature is”. (qtd. In Showalter, 2003:21). Yet, to many people, the word “literature” means many things, and no particular interpretation is agreed universally on.

Etymologically, literature refers to the Latin word ‘littera’ which means writing form letters. Clarke (1927) explains that literature includes all published pieces of writing that provide knowledge about an object. Mostly, literature is marked by the use of imagination, including poetry, narrative, songs and nonfiction. Simply, it is the interaction between the work and the reader (Arthur, 1968). However, the definition of the term nowadays includes the oral works and, at the same time, excludes other printed and written works. Thus, Clarke’s definition (1927) along with many definitions of dictionaries are not sufficient to define literature. On one hand, the definitions neglect the reality that most of the ancient cultures are oral; they are not documented via writings because they do not have written forms of their languages. Literature was transferred orally from one generation to another through storytelling, traditions and rituals, as a way of immortalizing culture.

Literature definition was an issue debated by many scholars, but, still, there is no definition that satisfies the meaning of the term. Meyer (1997) contends that defining the

concept literature has been always considered as a challenge. It seems to be connected to saying “Anything is literature if you want to read it that way”.

Literature according to Meyer was seen from two different perspectives:



- Figure 1.1 Definition of Literature(Meyer)

2.2. Importance of Studying Literature in EFL:

The need to use literature in the FL classes is defended by Jonathan P.A Sell (2005) in his article “Why Teach Literature in the English Class room”. He states that literature in the target language may enhance language mastering for beginners since the cognitive processes of young learners are mainly adept at dealing with narratives. Secondly, literature written within the target language or translated into the target language can also provide beginners with ideas about some cultural differences. Thirdly, literature’s contents can be more relevant to existence and extra applicable to freshmen than the everyday textbook topics.

Hadaway, Vardell and Young (2002) state three benefits of studying literature. The first one is to contextualize language. Students will be familiar with the language usage in different life situations when they read a literary work. Also, cultural and social factors are affective motives which are embedded in different works of literature, such as picture books and newspapers. In addition, short stories are another advantage of literature. Therefore, literature can be adequate for students with different styles when taking into consideration their individual

differences. The third advantage is the natural and worthwhile use of semantic knowledge and experience achieved through examples and the use of literary language.

2.3. Arguments in the Favor of Literature

In EFL classrooms the merits of literary texts are numerous and complex. Scholars such as McKay (1982) and Carter and McRae (1996) advocate the implementation of syllabus literature on the basis of the linguistic, motivational, and cultural benefits that it can offer. The arguments advocating literature as a teaching material in English language classes are discussed in the following sections.

2.3.1. Literature and Language Learning

Literature can serve the purpose of language learning since it comprises different authentic components of language including syntax, lexis, pragmatic and cultural elements that are not easy to find in non-literary texts. In this respect, Van (2009) states that literature embodies instances of real-life language in various situations. Therefore, it provides learners with singular opportunities to promote their syntactic, pragmatic, cultural, and discursive awareness. Likewise, McKay (1982) asserts that literature can be a rich and provocative source for writing in ESL/EFL contexts due to the richness of literary texts in terms of style, vocabulary and grammar.

2.3.2. Literature as a Cultural Promoter

Cultural promotion is another aspect that demonstrates the importance of teaching literature. Cultural issues are extremely important for EFL learning as language and culture are inextricably related. Van (2009) argues that literature encourages cultural and intercultural understanding as it deals with the principles of universality. In addition, Duff and Maley (1990) claim that the literature helps to recognize similarities and even discrepancies between cultures and languages. In doing so, learners can come to a better understanding of the entire world.

In the similar path of inquiry, Carter and McRae (1996) claim that literary texts contain 'culturally-rooted language' which encourages the interpretation process and generates a pleasurable negotiation of its meanings. In fact, literature is a gateway to other cultures, traditions, customs, beliefs and behaviors that help learners gain the cultural awareness they need for understanding the target language's cultural and social dimensions.

2.3.3. Literature as a Motivating Material

The other value of literature is its stimulus to the inspiration of students. In this context, McKay (1982) stresses the pleasure of reading literature for learners, which might inspire them to engage with such content rather than any contrived pedagogical text. Ghosn and Van (2009) claim, in a related line of inquiry, that because of their credibility and significant context, literary texts are extremely inspiring. In fact, literature is an authentic material that is more likely than any artificial teaching textbook to inspire a learner. Real life cases and initial stories portrayed in literary texts trigger students' interest and optimism (Duff & Maley, 1990). In parallel, Khatib, Derakhshan and Rezaei (2011) shed light on the role that literature plays in encouraging students' motivation. They propound that "literature is a voyage of discovery since it abounds with a welter of new experiences all of which are applicable and apropos to the real world situations" (p. 215).

Literature is worth integrating and including in EFL pedagogy due to the above reasons. Mackay (1982) succinctly says as a description of the complex properties of literature usage that:

Literature can be useful in developing linguistic knowledge both on a usage and use knowledge level...to the extent that the students enjoy reading literature, it may increase their motivation to interact with a text and thus, ultimately increase their reading proficiency. It may also enhance students' understanding of a foreign culture and perhaps spur their own creation of imaginative work. (p.531)

Literature is, thus, known as a genuine source of language learning that allows the learner in various ways to use the target language. In comparison, literature is a tool to improve the incentive of learners to learn a foreign language and to dig further into its history, becoming, unmistakably, a rich cultural resource that mirrors the culture of the target language.

2.4. Approaches to the Teaching of Literature

Based on what has already been mentioned in this chapter, literature is viewed either as an integral component of the foreign language education or as a platform for authentic materials. Whitehead (1968) argues that the very determining factor in student learning is how the teacher approaches the teaching of literature. Approaches proposed for use in literature education include the structuralist approach, the stylistic approach and the critical approach.

2.4.1. The Structuralist Approach

Structuralism is an approach which prevailed in the 1950s. This approach determines how the literary text appears to fit into a framework system that can be implemented to all literature. In addition, structuralism underscores objectivity in examining literary texts and denies any role in meaning-making for the personal intervention of the readers. This requires that the learners follow literary texts “scientifically and to use their knowledge of structures and themes to place the work into a meaningful hierarchical system” (Van, 2009:4). Similarly, Carter and Long (1991) discuss this approach arguing that the structuralist is only interested in a mechanical relationship, such as the components of a narrative, as if texts are a scientific object instead of being concerned with how a literary text makes a life experience of an author and allows access to human meaning.

Such an emphasis on literature downplays the role of readers in creating meaning. Culler (1982), referring to the principal tenets of structuralism, argues that it does not focus on the literary stylistic value but on the various processes and structures involved in meaning production.

2.4.2. Literature as Content

This approach is seen as the most conventional approach commonly used in higher education (traditional method). The principle is that literature itself should be the course materials. The key focus of this approach is the study of subjects such as the history and features of literary movements, the psychological, historical and political context of texts, the identity of the author and its importance to the text, literary styles and rhetoric (Lazar, 1993). The main premise in this approach is that “students acquire English by focusing on course content, particularly through reading set texts and literary criticism relating to them”. (Lazar, 1993:24)..

2.4.3. The Critical Literary Approach

The critical literary approach pays a significant level of emphasis on “the literariness of the texts we study” (Maley, 1989:10). Proponents of this approach believe that approaching literary texts in this way leads students to a reasonable achievement the literary terminology. It enhances the learners’ understanding of the elements and conventions of literary language.

According to Maley (1989), the key to approaching literary productions is the literary elements of the text such as plot, characterisation, setting and theme.

The critical approach also derives its fundamentals from a number of philosophies, such as analytical thought, pedagogy and literary theory (Van, 2009). The essential goal of this approach to literature teaching is to encourage the analytical consciousness of learners and, therefore, to deny any calculation of face value. In doing so, students are expected to consider the hidden significance found in the text which is linguistically, historically, socially and politically relevant.

2.4.4. The Stylistic Approach

The stylistic approach aims to direct students attention towards a deeper interpretation and enjoyment of the literary text itself (Lazar, 1993). This means that students are taught how linguistic and stylistic aspects function in a literary text to transmit a message to the reader. Lazar (1993) highlights two ultimate advantages of this approach. Firstly, it allows students to make a better explanation of the text. Put otherwise, it gives the learners the opportunity to look beyond the text's surface meaning and try to deduce what is ambiguous and tacit. Second, it helps to expand the knowledge and awareness of language among students in general.

Teachers who follow this approach have the objective of encouraging students to use their language skills to make aesthetic judgements and interpretations of the texts. The language form is, therefore, the main aim in the process of unravelling the meaning of a literary work. This approach requires some background knowledge from the reader about the literary text paired with a close attention to language features which are as crucial for interpreting complex texts (Moody, 1983).

3. Information and Computer Technology

3.1. What is CT

Information and communications technology generally abbreviated as ICT, is an explicit term that stands for the role of unified communications and the amalgamation of telecommunications such as cell phones and wireless networks, the internet, computers (with their necessary software, middleware and hardware systems), that allow the users to access, save or store, transfer and manipulate information; it is also used to point to the assemblage of audio-visual and telephone networks with computer networks through a single link system; In another way, the understanding of the meaning of ICT, needs a detailed explanation of the phrase (Information communication technology), starting with the word technology, which

means “the process of using scientific , material and human resources to serve human needs or purpose” (Tamiselvan et al,2012), in addition to the word Information, “that which can be communicated and understood” (Tamiselvan et al,2012) ; Then IT signifies ,the use of information to serve human purpose; Finally the definition of ICT becomes : the use of information in order to serve human needs including the use of contemporary technologies like the internet ; While, in an ever-changing walk of mobiles ,computers ,weblogs ,Skype, Facebook and OSS supposedly ,we should not just mention the internet ,but let the definition at contemporary instrumentations .

3.2. A Brief History of ICT

With the advent of the Internet in 1973, a lot of operations got easier to be done such as transferring files and posting data on the Internet so can everyone profit, the thing that lead to the emergence of Email as well as news services, not only that but the introduction of personalized computers in 1977 with Apple, Tandy and Commodore Computers; Then starting from 1990 other new terms were added to the globalized world such as, web 1.0 , Web 2.0 and Web 3.0, this globalization and technological revolution has completely changed our life on several levels, specifically the education sector, that has witnessed a massive change and a real acceleration between the past and nowadays. And due to this development many teachers thought that ICT is the way they can ameliorate through ,the quality of the process of giving and receiving information .

3.3. Modern Technology in Education

Students of nowadays prefer to get their learning using new technologies and technological tools, due to the facilitation that ICT offered , according to some insights ,it was revealed that the use of new and modern devices has a remarkable impact on the functioning of the process of education , comparing it with the old traditional education , it comes with evidently elevated interactivity from the learners ; Students find themselves getting the information in an atmosphere full of interactivity and joy , the operation of learning is much smoother than before, so that all what the teacher does or says is more interesting and easier to understand due to the usage of the right modern equipment that attract their attention , the transmission of knowledge becomes effective .So that we understand that all what the world is witnessing, innovations and inventions, modernized human minds to tend to function better and faster when technology is present .

3.4. Importance of Technology in Education

Technology doesn't play only one role in the sector of education, but its role is fourfold, it is presented as a part of the program, as a supporting device, as a gadget to help increasing and enhancing the teaching and learning process, as an instructive delivery system, and as an aid to instructions; Technology played a presidential role to go with the education through different phases, from passive and reactive to interactive. Education is to create and grow the sense of curiosity among the students, and technology then, helps them to comprehend and save connotations better; Not only that but it has the potency to raise access to education and ameliorate its relevance and quality as well as making a tremendous impact on it in terms of acquisition and in the intake of information, the thing that facilitates the task for both, the teacher and the learner.

3.5. Impacts of ICT on Education

3.5.1. Positive Impacts

❖ Improved Teaching and Learning:

_Modern tools such as PC's, PPT, digital cameras aided teachers to make his ideas clear ,easy and smooth for the learners .

_Audio-visual teaching is more fun ,which makes the lesson attractive and the knowledge more interesting .

❖ Modernisation and Globalisation:

_Due to video calls, counterparts from different schools can be in touch and meet virtually.

_Some applications such as DUOLINGO and CAMBLY help learning foreign languages with professionals.

❖ No Geographical Limitations :

_ A lot of universities in different parts of the globe started to rely on online degree programs that students can join.

_Online learning has become a very popular kind of education nowadays.

❖ Motivation:

_Using ICT tools aids to build motivation among the learners , they simply attract their attention and make them want to know more .

3.5.2. Negative Impacts

❖ Reducing Writing Skills:

_A lot of students lost their writing skills because of the extravagant use of online chatting .

_ Also, it made them don't know the spelling of some words or even how to use grammar properly.

_Today's students focused only on virtual communication, and forgot totally about their writing skills.

❖ Rises Cases of Cheating:

_Technology has offered tools like graphical calculators, high tech watches, mini camera so that cheating became easier for students with less chances for the teacher to be catching them.

❖ Distraction/ Lack of Concentration:

_ Instead of using this technology for studies, some students used their PC's or cell phones for playing during the lecture.

_ Being always connected to the internet caused lack of concentration to a point.

3.6. Types of Technology-Based Education:

3.6.1. M-learning:

M-learning is the vassal of E-learning ,which is itself brought from D-learning , that means distance education .M-learning is : the use of mobile devices and portable equipment's such as, mobile phones, digital audio players and digital cameras ,in addition to PDA's (personal digital assistants) ,pen scanners , voice recorders ...etc., in order to take the knowledge for students in an unfixed location ; Which become possible thanks to the speedy and enormous development of ICT.

3.6.2. E-learning:

E-learning is using digital technologies , which qualifies ,spread and promote teaching and learning away from a fixed point . E-learning is an alternate or complementary to classroom , while M-learning is complementary for both E-learning and classroom learning , in another

way ,M-learning existed long time ago before E-learning with paperback book and portable means ,however, the development of technology today ,is what giving it another shape.

3.6.3. Teleconferencing:

1. **Audio-conferencing:** is to exchange voice messages through a phone network ,even images like graphs ,diagrams ,pictures can be exchanged by voice messages .which is called audio-graphic.
2. **Video-conferencing:** is it kind of the same as audio-conferencing yet, with moving visuals added, this technology uses either a satellite link or a television network.
3. **Web-based Conferencing:** web-based conferencing is involving both of ,audio and video-conferencing , using a computer connected with the internet.

3.6.4. Interactive Multimedia :

It is the ability to present information in different ways ,and to let the user dominate the interaction to varying degrees depends on the program ; Multimedia in learning increases motivation ,involves different styles of learning , high comprehension and better transfer of skills.

e)_Web-based Learning (WBT):

Web-based training is using the web technology to teach or learn even complicated kinds of trainings.

3.7. ICT Avenues and Limitations

The use of technology in a classroom setting would for sure help the teacher and the student as well ; it helps developing the educational environment in general ; However it also demands a similar access for all the learners to make sure every one of them is receiving the same opportunities to access ,as his classmates .This is the reason why teachers , schools and parents should rehearsal the avenues and limitations ICT from time to another.

3.7.1. Avenues of ICT

_New Ways to Learn: the technological development we are witnessing nowadays ,offered the education opportunities, that it couldn't afford for the last generations in the traditional classrooms ; Computers with their software and hardware devices , in addition to the internet have been facilitating and improving the task.

_Increases Collaboration in the Classroom: when a teacher relies on making the students work in groups and uses online tools, this will make it fun, and boost their sense of collaboration .

_Communication Between parents and Teachers: ICT gives the chance for parents to be easily in touch with their children's teachers by using blogs in the classrooms so they can see how their children get their learning or how they behave, some applications and software as well, allow teachers to make reports on the child's results or behavior and send them to the parents.

_Globalization: video-conferencing, social media, Skype...Etc. Let the learners to be in touch with teachers or even learners like them from different spots in the world in order to exchange knowledge, ICT shortens distances, instead of wasting your time on flights and hotel accommodations to meet someone or do something elsewhere now you can meet whoever, and do whatever you want, wherever it is by just one click.

_Greater Availability : it become possible with ICT to be automated having access to different websites looking for information and getting online-services 24h a day , 7 days a week ,not like before when we used to go to the libraries too look for knowledge and information.

_Saving Money, Time and Effort: sending file via email, online calls, chatting ...etc., all these ways to contact others cost cheaper ,faster and easier than a phone call or to go by yourself.

_Cultural Exchanging : it becomes easy to know people from all over the different regions of the globe, to communicate with each other's, and know about each other's' different cultures , discuss ideas , and share points of view.

_Creation of New Jobs : one of the most important advantages that ICT came with is that it created new jobs ,as long as there are instructions , companies and associations in the different fields ,in a need to ICT there will be a need to engineers and specialized people who can manage and help handle with it professionally ;Not only that but ICT afforded the opportunity to get jobs online ,such as the well-known website FREELSNKER .

3.7.2. Limitations of ICT:

Here are some of the limitations that using ICT can cause :

_Decreasing Writing Skills: a lot of teachers worry about using ICT in their classes so that it can easily reduce their learners writing skills, because of the excessive use of IM (Instant Messaging) ,blogging and so on , the students may not use what they have learned or take it earnestly in what they post ,in addition to that it is kind of hard to find what is in concrete writings in electronic writings .

_The unavailability: it is so rare to find an institution that has the ability to afford a computer for each learner in each classroom ; A lot of schools which tried to apply using ICT without having the capacity materially , found themselves face to face with a plenty of different problems, at the level of scheduling at the helm , as well as it is a time wasting , so in every time they wish to take an ICT-based class they have to move to the equipped place, which consumes and time.

_Muddle-minded / Insecurity: when using a computer supplied with access to the internet , then we are not sure how would a learner use it especially when we all know that internet is a wide world that contains different stuff , and this may not extend the teacher nor the leaner with the needed education.

_Unhealthy: sitting for long time in front of the computer may cause vision problems in the long run , harm the back cheekbones and sometimes muscular injuries.

4. Teaching Literature Using ICT:

4.1. Why Literature:

Many students find literature challenging; they have to deal with the literary language which is abundant with literary terms and content which demands both implicit and explicit levels of understanding. English Literature instructors' over time tried different methods and strategies, such as analyzing the plot and the summary, the used themes , the characters,etc., in trying to make it understood, acceptable and valuable as a subject among the students. However, many methods were considered as ponderous and tedious by the student .To defeat this issue, there was a pressing need for ICT integration in English Literature classes so that an atmosphere of enjoyment and motivation would be created. In addition to that, ICT makes the task easy

because when using animated objects , images and other tools , the lessons would be feasible, and students tend to be better collaborative and focused. Not only that, the human's comprehension attains its highest levels when pertinent audio and visual materials are used.

4.2. The Impression of Literature Teachers on The Application of ICT:

Generally, the instructors have positive attitudes towards the use of ICT in literature classrooms. ICT is capable of enhancing the process of teaching and learning literature subjects where students are able to appreciate literary works when the instructors can enhance the relevance of studying literature in the modern world with the assistance of modern technology. Moreover, ICT is a must in teaching literature where the instructors could share information online regarding the subjects. Finally, it is believed that ICT application in class is a great idea since students can get better access of information as well as a medium for the students to express their creativity in literary appreciation. (Muhamad et all, 2016).

5. Conclusion:

This chapte lays the ground of discussion in the present study by discussing the two main variables of study. The chapter starts with a discussion of literature and the available teaching approaches that can serve different learning objectives. The chapter also discusses the use of technology in teaching and the avenues of integrating technlogy in teaching. The chapter concludes with an accentuation on the intertwine between the two main variales as it discusses the possibilityof adding a technological element in the literature teaching traditions.

Chapter Two: Review of the Related Literature

Chapter Two Review of the Related Literature

Introduction

The purpose of this chapter is to present experiments in teaching the English language and literature with ICT. It discusses the pragmatic aspects of using ICT in the context of teaching literature. The sections in this chapter highlight the extensive use of web components, internet, blogs, e-groups, e-mails, encyclopedia, socializing portals, power point presentations, webcasting and audio-video in classroom. Furthermore, the discussion sheds light on Algerian descriptive and practical studies on the use of ICT to teach Literature.

Implementation of ICT in Teaching Literature in Bhavnagar University/India.

Generally, literature teachers used to teach without ICT, but this approach can be effective only to those who have a good grammatical competence and a solid knowledge of vocabulary. One must be able to give convincing logical, philosophical arguments in order to have a successful literature teaching. Those who lack such skills may not be capable to relate to the course. The real problem is not with teachers or students; it is part of the basic pattern of Western and Eastern thinking. The Occidental (Western) collective consciousness is different from the Oriental (Eastern) consciousness. Their literature history is rooted in Greek mythology, myth and legends. The Western world's understanding of life has changed with Darwin, Freud, Marx, and the World Wars. It destroyed their confidence in their belief system more widely. Due to this, teachers and students sometimes grapple with their literary concepts in the dark. In this context, Dilip (2009) mentions that "... I faced several such problems as a student as well as a teacher. Here, ICT was of incredible help to me in reaching out to students and helping them to learn easily" (p.52). The next few experiments were made by Dr. Dilip P. Barad, a teacher in Bhavnagar University, India.

The Use of ICT in Collective Reading

The hypothesis of comprehension (Krashen, 2004) states that learners do not learn a language when focusing on form. Language learning occurs only when they communicate and understand the messages. The hypothesis notes that the methods of understanding and learning are inextricably linked. Collective reading, therefore, leads to a better understanding of literary

concepts and, in turn, to a better understanding of them. It, thus, contributes to improved literature learning and comprehension. The students barely read assigned items in the resumes. Let's get rid of the idea that students are going to the libraries and reading. And when websites are listed in a classroom, the website would only be viewed and read by only 10 percent of students. The issue is neither the reading of web resources nor the lack of eagerness to study, but the lack of infrastructure to gain fast internet access. Somehow, it is difficult to literary students to spend time studying e-skills and technology. Therefore, it is better to provide the practice of "collective reading," to increase lecturing skills and to allow literary students to learn the subject. This could be achieved by projected on-screen word or power point script, and read collectively. It may also be done by referring to web sites in the classroom or by using CDs, eencyclopedia, e-dictionaries, e-thesaurus, etc. In the study of literature, the comprehension of a literary text is a crucial factor. The Collective reading also provides some opportunities for selfinterpretation. To give an example that has come in handy, along with websites, is Microsoft's Encarta Encyclopedia (a digital multimedia encyclopedia published by Microsoft Corporation .It is sold on CD-ROM or DVD).

After one year of using this technology, Barad (2009) said, "I have come to the conclusion that all the teachers of English literature should make extensive use of such an encyclopedia in the classroom". Teaching and learning Literature now is very easy by using Encarta, due to its rich multimedia and images content. Electronic tools have helped to acquire some kind of ready guide when teaching some idea of literature or artistic work. The literature class is live when all students at the same time receive related knowledge. The live Internet connection is then applied to teaching literature. For example, when explaining contemporary political philosophies, such as post-modernism, post - structuralism, deconstruction, etc.

Teaching Plays / novels through movies with the help of power point

Using PowerPoint for presentation is not a new experiment anymore. Even a child who studies in school is mastering it. What's more important is to how extent we can use it in a literature Lecture room. Barad (2009) reports that the University of Bhavnagar have a good collection of VCDs / DVDs / Audio books in their curriculum which are linked to the text (novel / play). They used to give the students VCD / DVD for watching it. Not necessarily it is fun to view / listen to a movie, play or audio book.

Mr Barad prepared a PowerPoint presentation and discussed important scenes in the film relevance in classroom. Rather than watching a whole play at once they divided the play into pieces and Parts. The students read a section of the text and they looked at some. They also used software for the video and sound editing. In a PowerPoint display, some edited video and audio samples were used very effectively. They have also been using web-based video libraries. The Online sites are full of available videos in teaching English Language and Literature. The outcome was amazing. The teacher has to make every slide that is not an easy task. Nevertheless, not only does it become fascinating to study novels / plays but it also beneficial to students.

Teaching Poetry via Software

Including plays and novels, ICT devices can be a great aid in the teaching of poetry. Not every teacher's cup of tea is to teach poetry. Surely it is the most popular of all literary genres. The beauty of poetry lies in its ambiguity and recitation. Not everyone's good at reciting. And even someone who is good at reciting will experience problems with different songs, sonnets, ballads, lyrics, epics, etc. A perfect ICT implementation might be the suitable solution to such issue. Sites such as www.librivox.org has been found really strong audio set of poems recited by the mother-tongues. It is a platform where anyone can upload and print its recitation for free. The one can notice multiple recitations when looking for a specific poem. We can freely access and download all of them and select the best for our classroom. Teachers and students can also upload literary and recitation versions of their own to the website. So, students were encouraged to sing record and upload poems. Then their friends and relatives are invited to hear it. It is interesting to do the whole exercise. For recording and editing poems, Bhavnagar's students use sound processing tools such as Audacity. You can download this software free of charge. Operating easily, the students have been able to work effectively on the problem. Barad (2009) stated that "Students enjoyed working with these tools and what made me happy was that the students were and still are learning literature through technology". (p53)

ICT in Teaching Critical Theories and Criticism

Critical Theories and Criticism are not an easy way to proceed. Such theories are based on psychology this makes grasping the definition more complicated. Likewise, "applied criticism" teaching also faces the same problems. The best approach to develop student's critical skills is by "applied criticism." So there are two things at stake: one, studying theories and the other, adapting such theories to a literary works realistic criticism. In traditional classrooms,

critical theories are taught in a lecturing method, and then few texts are given in photocopies to apply these critical theories. The First aspect of Educational Theory is okay, but the second aspect can be made more interesting with certain online services. We tested it out with contemporary authors. Students were asked to read newly written novels after studying critical theories. At one point, we made it essentially for the writer to have a blog or a website where the reader could communicate with him / her. This wasn't a hard task. Many contemporary authors had a very strong presence on the internet.

Barad (2009) took three novels of Chetan Bhagat (*Five Words*, *Three Mistakes of my Life* and *One Night @ Call Centre*) for this experiment. Students read the novels, read the blog that readers posted a lot of comments on, and then asked to comment on the blog (www.chetanbhagat.com). The writer, Chetan Bhagat, read these comments and attempted to reaffirm his position. The students, including the authors, learned to understand the text from different perspectives. Also some critical theories were applied on the text by them. The peer comments were also very interesting. The response was effective. At the end of the experiment Barad found that the glamor associated with it draws students to blogging and websites. Yet this exercise added to their vital understanding. We found that there are endless works of art and it can be viewed in different ways. This was sufficient to teach them some critical theories. As a result, their receptivity has increased.

Using ICTs to Enhance Students Motivation in Reading English Literature

Teaching English literature has been more difficult than ever before. In the English literature teaching pedagogy (E. L. T) passes a whirlwind of transition. The new Information and Communication Technologies (ICTs) have played a significant role in implementing the ELT. The study's key objective is to examine the views of EFL students on the use of visual aids as a motivational approach for developing the curiosity of students in reading literary texts used in English syllabuses. A mixed-method approach consisting of observation and questionnaire was used to obtain the necessary data to achieve the study objective. The experiment was then performed with a study group of 60 Master 1 students at Chlef University, where two classes were taught in separate ways. Useful observations were taken in this case study while the investigator was attending components of the literature. Throughout the lecture, the researcher remained at the back of the classroom and took notes to explain the conditions and transactions that took place and to comment on any remarks received. The respondents to

the questionnaire consisted of 60 Master 1 students learning English as a foreign language at Chlef University, Algeria. The participants were separated into two classes A and B. Every group is composed of 30 students. The students participating in the research had age range of 22-23 years. The researcher was given permission to participate and study the literature lecture procedures by the taught participants and an English literature professor who offered to help execute the researcher's project to teach a literary text that included a poem configured by the English department using two different methods to both groups.

The experiment was produced to gather the data. The researcher was observing two literature lectures so he can collect the research data. Firstly, the sample in group A were taught a literary text with the implementing ICTs tools while group B were taught the same literary text without the use of those tools in order to answer the research questions.

The average number of sessions recorded for each group was four. One session each week and one session for each group. It lasted one and a half hours. At the conclusion of the lesson, the participants (of category A and B) were configured and supplied with a questionnaire to collect extensive data about the attitudes of the students, which cannot be explicitly identified, such as emotions, opinions, expectations or values.

Group A teacher taught the students the romantic poem, using various kinds of ICT instruments. Through slideshows followed by the respective drawings, the teacher puts the poem on display. This greatly simplified the poem for students who were more interested in the study of this literary work. The teacher used another ICT device which was an auditory copy performed by the native speaker, reciting the poem. Listening to the recitation of the poem would help to have an impact on the students' minds and would enjoy responding to it. The portrait and several various images of the poet were shown, and as the pictures were played, the story was addressed in several areas relevant to the history of the poet. Teacher was giving a romantic age feeling to the poem.

The combined effect of visual and hearing aids would make students experience what is taught. In the second and third sessions, the themes of images and the movement of poems were discussed through various slides that were innovative and effective. In the final session, as noted, the teacher designed an activity for the students. After the time spent responding to the activities, the majority of students share their responses in an interesting and comprehensive manner. They were more motivated and seemed more interested in learning the literary text. Whereas, it is the Group B participants were taught the same poem with the same teacher

traditionally. In the final session, Group B was given the same activities intended for Group A. The students were required to give their answer after a period of time, as noted, the teacher asked the class to give their answers, and the majority of the learners did not respond. The tables below represents the questionnaire data for both groups.

Table1. The Students 'attitudes for the use of ICT tools in learning literature components (group A)

| Item | SD | D | A | SA |
|--|----------|-----------|------------|----------|
| Learning literature is fun | | 6(21.6%) | 21(64%) | 3(14.4%) |
| Using ICT in learning literature is interesting | | 3(14.4%) | 23(66.3%) | 4(19.3%) |
| It is beneficial using ICT to learn literature | | 6(21.6%) | 21 (64%) | 3(14.4%) |
| Using ICT has improved my language skills | | 2 (12%) | 24 (69.3%) | 4(19.4%) |
| My teachers use ICT in teaching literature | 6 (21.6) | 20(59.1%) | 4 (19.3%) | |
| I like learning the literature | | 2 (12%) | 24 (69%) | 4(19.3%) |
| I like learning the component without the use of ICT tools | 4(19.3%) | 22(61.4%) | 4 (19.3%) | |
| | | 22(61.4%) | | |
| Literature can be taught effectively without the use of ICT | 4(19.3%) | | 4 (19.3%) | |

(group B)

| Items | SD | D | A | SA |
|--|----------|-----------|-----------|-----------|
| Learning literature is fun | | 6(21.6%) | 21(64%) | 3 (14.4%) |
| English literature is important | | 2 (12%) | 24(69.3%) | 4 (19.3%) |
| English literature is boring and not interesting | | 2 (12%) | 23(66.3%) | 4 (19.3%) |
| Learning English literature is difficult | | 6(21.6%) | 20(59.1%) | 4 (19.3%) |
| English literature is hard to understand | | 6(21.6%) | 21 (64%) | 3 (14.4%) |
| My teachers use ICT in teaching literature | 3(14.4%) | 24(69.3%) | 3 (14.4%) | |
| I like learning literature | | 4 (19.3%) | 24(69.3%) | 2 (12%) |
| I like learning the literature component with ICT | | 1 (12.1%) | 23(66.3%) | 6 (21.6%) |

SD: strongly disagree, D: disagree, A: agree, SA: strongly agree

Regarding the attitude of students to learning literature without ICT tools, the results showed that students possessed negative attitudes towards learning literary works without Educational technology. Although the students believed that “English literature is important and fun” and that “they like literature component”, the students found the component is seen “difficult” and “hard” to understand’. This is mainly due to lack of an audiovisual version of the lecture that could simplify and facilitate the literary text; therefore, motivation among students could be improved in learning literature. As Chacko argued, learning the literature in English is not easy. As a result, teachers are supposed to use ICT tools in teaching literature

component. The findings show that a high percentage of students actually stated that their teachers had little use of ICT tools in teaching literature. Honestly speaking, ICT tools can be of great help because teaching literature is not a cup of tea for every teacher. Thus, this study came the reasoning that literature teachers had better to use ICT tools as an instructional tool to improve the learning and understanding of student's concepts in way that is much more accurate. The teachers should actually vary their literature teaching strategies. Another way to improve the attitudes of the students is to use a variety of teaching strategies. The use of ICT tools is therefore needed to motivate learners and to promote learning literature components.

Elbechir (2018)

ESL Teachers' Attitudes towards Using ICT in Literature Lessons

In order to improve the quality of teaching English Literature, the integration of Information and Communication Technology (ICT) in the teaching of literature has been seen as an important aspect over the years. However, previous studies suggests that effective integration relies on teachers' attitudes and capabilities in using ICT. Considering the fact that the attitude of teachers is a key predictor in the ICT integration process, this study looked at the attitudes of English teachers in Sarawak towards ICT. The proposed study used quantitative methods to determine the use and attitudes of teachers in ICT. It also examines issues and challenges in literature which may hinder the use of ICT. To this reason, the researcher chose 30 English teachers from different secondary schools in the state of Sarawak as a sample.

In this study, quantitative methodology was used. It applied the use of questionnaire as the research instrument. The collection of data was based on the questionnaire distributed to the respondents, which appointed as the primary tool. The questionnaire was designed to accumulate sufficient information regarding the study's objectives. Furthermore, the study was conducted at six Sarawak Secondary Schools. Participants in this research study were 30 high school teachers who were teaching the aspect of English literature for Form 1-5 classes. All the teachers who attend the study work in public schools. The attendees included 20 females and 10 males. The ages of the subjects varied from 21 to 60 years.

The questionnaire was separated into 5 sections. Part 1 is concerned with demographic features like the gender, age, teaching experience, computer ownership and professional development courses. Part two is designed to learn about the attitude of teachers and includes 15 statements on a four-point scale, from strongly disagreeing to strongly agreeing. Part 3 covers

the level of usage of ICT among respondents. The last part contains 10 statements about the challenges and problems confronted by respondents with a four-point scale ranging from 1(Strongly agree) to 4 (Strongly agree).

In order to react to the research questions, the data collected by the respondents were analyzed. The questionnaires were analyzed using descriptive statistics to collect the number of frequencies and the percentages. They were presented in table form. Demographic variables of respondents were also collected to support data for the understanding of the overall analysis. The statistical package of social sciences (SPSS) was used to analyze the data.

-The next few tables show the data that approved the research hypothesis in this study:

Table 2: ESL Teachers Attitudes towards ICT Integration in Literature Lessons

| Items | Percentage (%) | | | |
|---|----------------|------|------|------|
| | SD | D | SA | A |
| I feel comfortable with the idea of ICT as a tool in teaching and learning. | | 10 | 56.7 | 33.3 |
| The use of ICT in Literature lessons stresses me out. | 30 | 50 | 20 | |
| The idea of using ICT tools in Literature lessons makes me skeptical. | 30 | 43,3 | 26.7 | |
| The use of ICT tools in Literature lessons scares me. | 40 | 50 | 10 | |
| Using ICT tools will change the way I teach the Literature components. | | 10 | 66.7 | 23.3 |
| ICT tools are not conducive to student learning because it is not easy to use. | 40 | 46.7 | 10 | 3,3 |
| ICT helps students understand concepts in more effective ways. | | 3,3 | 56,7 | 40 |
| ICT helps students learn because it allows them to express their thinking in better and different ways. | | 13,3 | 63,3 | 23,3 |
| ICT tools help teachers to teach in more effective ways. | | 6.7 | 46.7 | 46.7 |
| ICT tools are not conducive to good teaching because it creates technical problems. | 10 | 56.7 | 30 | 3.3 |
| ICT tools save time and effort in creating my Literature lessons. | | 16.7 | 53.3 | 30 |
| I do not think I would ever need to use any ICT tools in my Literature lessons. | 40 | 46.7 | 13.3 | |
| I would rather do things by hand than with ICT tools. | 33.3 | 40 | 26.7 | |
| I have no intention to use ICT tools in the near future. | 43.3 | 43.3 | 13.3 | |
| ICT tools do more harm than good. | 43.3 | 46.7 | 10 | |

Note. SD=Strongly Disagree, D=Disagree, A=Agree, SA=Strongly Agree

The above table presents the results of the respondent's attitudes towards the use of ICT in the teaching of literature. This section presents outcomes on the attitudes of teachers towards the use of ICT technologies as outlined in Table 4. Teachers appeared to have average positive attitude towards the usage of ICT instruments. The findings showed that the amount from 66.7 % to 46.7 % was approved among the 6 positive items, while the amount from 56.7 % to 40% disagreed among the 9 negative items. It can be understood from this that teachers felt satisfactory towards the use of ICT tools.

Speaking about the challenges or problems that faced the use ICT tools in Literature Lessons, the current study emulates this subject by asking few questions related to it. The following table assumes those challenges.

Table 3: ESL teachers' Challenges in using ICT tools in Literature Lessons

| | Percentage (%) | |
|--|------------------------------|------------------------|
| | Strongly Disagree & Disagree | Agree & Strongly Agree |
| Not enough computers and/or ICT tools at my school | 20 | 80 |
| Outdated/incompatible computers and/or other ICT tools | 23.3 | 76.7 |
| Unreliable computers and/or software | 36.7 | 63.3 |
| Internet access is either not easily accessible or unavailable | 16.7 | 83.3 |
| Insufficient time to master new software or integrate ICT during a class period | 26.6 | 73.3 |
| Classroom management with large class sizes | 30 | 71 |
| Lack of training on available computers and/or software | 30 | 70 |

Items

The participants replied to a 4 Likert-scale items to assess the difficulties or problems respondents encounter by using ICT in Literature classes. The majority of respondents (83.3%) believed that internet access is usually either unavailable or incomplete. which is an issue with using ICT in classrooms. 80% of the respondents claimed that the teachers had insufficient

computers or ICT tools and 76.7% said the schools' outdated or computer incompatible computing were a problem. The lack of time to master the software and implement ICT during a class period is an additional challenge to using ICT instruments in Literature (73.3 %). Also, large class sizes (71 %), lack of instruction and inadequate computers and software (63.3 %) are some of the difficulties in the use of ICT resources in Literature lessons.

The study results can be summarized in three headings: the attitudes of the teacher towards ICT, the ICT level used in literature and the challenges or problems facing the teacher in using ICT. The study could help to overcome these factors. In the future, the problems and hopefully teachers would become effective adopters of technology. The first finding relates to attitudes that show that the attitude of teachers is generally positive. Such surveys indicate that the majority of students in their Literature lessons had optimistic views towards using ICT. This is in line with the study by Cahyani and Cahyono (2012). This affirms the willingness of teachers to use ICT as tools to help them improve their teaching of literature. Teachers should realize that these ICT tools have much to offer in terms of encouraging students to take an interest in literature lessons. The second result concerns the amount of ICT the English teachers used for literature lessons. Analyzes revealed that most teachers used ICT tools to help with general usage, such as delivering class instructions or preparing PowerPoint slides. This work also explores the possible obstacles or issues that teachers face while using ICT in their Literature lessons. The study found that teachers have positive attitudes in their literature lessons to employ ICT, but they have faced numerous challenges that may hinder their intention to use ICT. To conclude with, the results of this study may only be applicable to ESL teachers in Sarawak education, but it is also possible that the implications of this study could be relevant for all ESL teachers in Malaysia.

ICT Tools in Teaching and Learning Literature Component in Malaysian Secondary Schools

The analysis applies mix method methodology, whereby the researcher simultaneously collects both quantitative and qualitative data. The data collection is based on the questionnaire provided to the respondents and this serves as the primary instrument. Then the interview semistructured acts as the study's secondary instrument. This research deals with two respondent classes. The first group includes 58 Form 5 students in a public school in Sarawak, Malaysia's rural province. Six students have then been selected for the interview session. In addition, the second group involves the English teachers, teaching in the division Kapit. The research

included 33 English teachers, from two distinct schools. Four teachers were chosen for the interview session to provide more information for the report.

Questionnaire is designed to gather information that can subsequently be used as analytical data (Denscombe, 2003). The questionnaire items were adapted from Yunus et al. (2009) and Bakar and Mohamed (2008), and adopted. In addition, a semi-structured interview was used in the face to face to obtain specific information Interview of the selected respondents face-up. A set of questions guided the interview, and they were derived from the five research questions. The first collection of questionnaires allowed the students to answer four sections of the questionnaire in order to gather data for the study:

- The demographic profile of the respondents
- Students' Use of ICT tools
- Students' Attitudes towards the use of ICT tools in Literature Lesson
- Students' Attitudes in Learning Literature Lesson

Students' comments showed that most of them don't really use the ICT devices. Actions will then be taken to promote the use of students in ICT technologies as Yunus et al. (2009) claims; ICT will provide students with a range of learning opportunities. Numerous earlier researches have already shown that ICT can support the teaching and learning strategy. There are many ICT tools that can really help teachers to improve their teaching strategies and learners could also use ICT tools. The important finding from the study is that the students have a positive attitude towards the component of literature learning and the use of ICT in component learning. However, they accepted that the aspect of literature is difficult to learn, and that it is also difficult to understand. The teachers should perhaps follow a more positive and effective methodology and approach in order to better understand students about the aspect of literature.

The result also showed that the teachers had strong positive attitudes towards the use of ICT tools in the lesson on Literature. They confirmed the use of ICT aids in the process of teaching and learning. Yet when it comes to the teachers' methods, they revealed that they still rely so heavily on the conventional approach such as describing, knowing and questioning techniques and taking notes. This has to be changed. In conclusion, the research showed that the teachers as well as the students using ICT to a satisfactory basis. While they have a constructive approach to the use of ICT devices, the optimism is not illustrated by deployment and use.

Conclusion

Throughout this literature review chapter, we have attempted to present previous studies on the implementation of ICT. Different aids of technology as well as their usage in English literature teaching context. In the first section, we have sought to present a few practical studies in foreign universities. We have opted for this section to have a clear vision of ICT implementation. The second section has been devoted to ICT implementation studies in Algerian university. We have attempted to overview a similar work to ours. We have also aimed at reporting the literature concerning the ICT integration in Malaysian schools.

Chapter Three Design of the Treatment

Chapter Three Design of the Treatment

Introduction

This chapter highlights the chief methodological framework developed for the present study. The chapter offers a description of how the study problem is approached methodologically by highlighting the participant characteristics and the eligibility criteria upon which the sampling procedures is based which is of an essential expedience in evaluating the findings generalizability and replicability. The chapter also provides measures and covariates descriptions which include the data collection methods and methods used to enhance the quality of the measurements.

It should be noted that the study adopts a descriptive approach to attend to the research problem. No experimental interventions or manipulations are made in the assignment of participant groups. Given the nature of the research questions, both qualitative and quantitative methods are employed in the development of the data collection tools.

Population and Sampling

The population of interest in the present study consists of all Algerian master students of literature. However, the limitations of research necessitate that the population be reduced to the master students of literature at Laghouat University during the academic year 2019/2020. According to the department's statistics, the population consists of 285 enrolled Master students (162 Master one and 123 Master two).

The sample of the study is selected purposefully as the scope of the present research has a clear focus on master students of literature. The eligibility criterion for sampling is that the participant is a master two student at Laghouat University who is attending regularly. The exclusion criterion of master one students is motivated by empirical and practical rationale.

First, it was pre-planned that the study should include all master students. However, the recent event and study hiatus implied that master one students did not have an extensive training in the department's MA program. This is believed to cause such participant to be less acquainted with the nature of post-graduated training and are, hence, less likely to offer answer with relative credibility. Second, the choice of master two participants is motivated by the fact that the research has direct contact with each individual which is mandatory given the impossibility of

approaching the participants physically. Finally, the scope of this research is directly related to the implementation of technology in classroom settings. It is well-known that after the study hiatus, the ministry launched a protocol of online teaching. Such a turn of events can impact the study as the participants may consider online schooling as an implementation of ICT. However, the aim of the present study is the use of ICT in literature classrooms in situations of in-site learning rather than distance learning. Such a complication is resolved when using master two samples as the second semester, which is called off because of the Covid-19 pandemic, does not involve any classes for master two students. By so doing, the researcher makes sure that the participants did not receive any distance learning in light of the new ministerial protocol.

The sample size is determined using Cochran Formula. The equation resulted in a recommended sample of 44 participants at margin of error of 10% and a confidence interval of 90%. It is noteworthy that the sample approached consists of all master two students. However, only 45 participants responded.

Although age may seem irrelevant when specifying the academic degree, the present study aimed to describe the participants' age. This is motivated by the fact that participants of different age groups can have different attitudes towards the application of ICT in teaching literature. The selected participants are aged between 21 and 35 as illustrated in the table below:

Table 4: Distribution of participants by age

| Age | Number | Percentage |
|-------|--------|------------|
| 21-25 | 32 | 80 |
| 26-30 | 5 | 12.5 |
| 35-35 | 3 | 7.5 |
| Total | 40 | 100.0 |

The table above shows that the majority of the participants are within the same age group. This suggests that age is less likely to have any statistically significant implications on the study dependent variables. However, the age variable is included in the covariate analysis.

The participants are distributed unequally across the two gender groups (13 males and 27 females). Such a discrepancy may seem problematic at first glance as unequal distribution of participants is likely to yield less generalizable results in purposeful sampling. However, a meticulous examination of the target population illustrates that this latter is female-dominant as well. In fact, the target population of master two students consists of 28 males and 95 females.

This suggests that the selected male sample represents 46.4% of the male population, and the selected female sample represents 29% of the target female population. With that in mind, it transpires that the distribution of the participants on a gender-basis is faithful to the population of interest by dint of males' percentage and females' number.

Data Collection

The following subsection identifies the research tools developed for the present study and the way the questionnaire is administered.

Data Collection Tools

In order to attend to the research questions of the present study, the researcher developed a questionnaire directed to the students consisting of four constructs. The first construct (Personal Background) contains seven items that give information about the participant's age, gender, academic background and general knowledge of computer technology. The second construct (ICT and Teaching Literature) consists of seven items that offer an idea about the current literature classrooms in relation to the teaching methods and the use of information technology. The third construct (ICT and Learning Literature) consists of a five-point Likert scale that is designed to have an idea about the use of ICT by the students. This construct differs from the previous one in that the latter describes students' practices while the former describes teaching situation as dictated by the teachers' authority. The final construct (Attitudes towards the Use of ICT in Teaching) consists of five point Likert scale that is designed to understand the students' general tendencies and preferences regarding the integration of ICT in teaching and the limitations thereof.

□ The Psychometric Properties of the Tools

The psychometric properties of the research tools refer to the validity and reliability aspects of the study design.

The questionnaire's validity refers to the extent to which the items and construct are measuring what they are intended to measure. In other words, a valid questionnaire is one that is relevant to the research problem as dictated by experts' opinions and relevant literature. In order to enhance the validity of the questionnaire, each item is developed in consultation with the supervisor who, in turn, referred to other researcher in the domain.

The questionnaire's reliability refers to the internal consistency of its items. That is, the items are likely to offer consistent findings when replicated in similar environment. Therefore, a reliable questionnaire is one that ensures consistent and credible results that allows for more generalizable outcomes (Guoin, 2002). In order to promote the quality of the research tool, a primary exploratory survey is conducted where the questionnaire is submitted to random participants who gave their feedback about the clarity of the instructions and the transition of the items. Having rephrased the questions that were judged to be likely to cause misunderstanding, a secondary post-administration measure is taken with the assistance of computer software (SPSS). At this juncture, the raw data are entered in the software and run against statistical inter-rater correlational analyses that measure the consistency of the participants' answers. The analyses result in a Cronbach's Alpha Coefficient of $\alpha = 0.764$. It should be noted that the threshold of an acceptable reliability value is commonly agreed upon to be at $\alpha \geq 0.70$ (Webb, Shavelson & Haertel, 2007).

Table 5: Cronbach's Alpha value for reliability

| Reliability Statistics | |
|------------------------|--------------|
| Cronbach's Alpha | No. of Items |
| 0.764 | 41 |

Data Collection Techniques

The administration of the questionnaire was carried out online due to the fact that the university was at a nation-level hiatus. Having refined the final version of the questionnaire, the researcher made use of students' social media gatherings in Facebook groups. A copy of the questionnaire was posted online, and the participants filled in their answers on Google forms. One major inconvenience in this process is that the majority of the students were reluctant to participate in the study for reasons unknown to the researcher. In order to enhance the quality and quantity of the data, the researcher contacted the participants personally. It should be noted that the attempts to maximize the number of participants resulted in only 40 participants.

Data Analysis

The questionnaire items contain both open-end and close-end questions which represent both qualitative and quantitative data. Therefore, the design of the treatment requires that several analysis techniques be employed. Using the SPSS software of statistical analysis, the study makes use of the following statistical tests:

- **Means, frequencies and standard deviations** in order to give statistical descriptions of the variables.
- **Cronbach's Alpha** in order to test the reliability of the research tool.
- **Independent-Samples T-test** in order to compare the means and results of the different sample groups and test the significance of the differences.
- **Pearson and Spearman Correlation Coefficients** in order to measure the level of correlation between variables.

Results and Discussion

The main objective of the current research is to investigate the extent to which Information and Computer Technology is integrated in the actual pedagogical practices at Laghouat University with particular references to literature classes at the master level. Such an objective encompasses students' views regarding the implementation of computer-based tools from their part and from the part of the teachers and the extent to which they think such implementation is of expedience in promoting better learning and teaching outcomes. With that in mind, the analysis of the questionnaire is carried out in such a way as to establish correlational patterns between the variables so that better contexts are sketched for more convenient learning avenues.

The following subsection provide descriptive statistics resulting from the SPSS analysis of the questionnaire and the correlational relations that help understand students' tendencies.

Descriptive statistics

Descriptive statistics are based chiefly on the calculation of frequencies, means and standard deviations. The calculation of frequencies is indicative of how many participants answered one item similarly with each participant being considered in isolation. Moreover, the analysis of means shows the general tendency of the participants combined. Finally, the analysis of standard deviations evaluates the level of discrepancy across the participants' answers. That is, high values of standard deviation indicate that the participants have very differing answers while low on naught values indicate little or non-existent discrepancy respectively.

Construct One: Personal Background

The first question “*Do you have a diplomat?*” aims at identifying the academic diversity of the students. Such a variable is relevant in the discussion in that having other diplomats (technical or scientific) may affect the participants’ attitudes and appreciation of the integration of ICT-based methods in the teaching and learning experiences. In view of that, the primary analysis indicates that the majority of the participants (80%) reported a single academic career while 20% of them reported having other university degrees. These diplomats are: computer engineering, business law and mechanics.

The second question “*what other specialties would you be interested in?*” aims to understand the participants’ academic preferences. This is critical to the interpretation of data inasmuch as participants who are interested in ICT-related field are more likely to appreciate the integration of ICT-based methods in teaching literature. Given the qualitative nature of the question, the answers are put into categories as shown in the following table:

| Specialty | Number of Participants |
|---------------------------|-------------------------------|
| Languages | 03 |
| Human and social sciences | 13 |
| Science and technology | 14 |
| Law and business | 5 |
| Unidentified | 5 |

The table above shows that the majority of the participants are interested in human and social sciences (psychology, human development, archaeology, etc.) and in science and technology (computer sciences, biology and electronics). The latter specialties require a relatively higher level of ICT mastery. Such findings suggest that the participants are willing to engage in activities that are computer-dependent which, in turn, is indicative of a likely willingness to embrace the integration of ICT-base methods in the experience with literature.

The final question of this construct “*do you have a desktop, laptop or neither?*” is relevant to the discussion in that the integration of ICT-based methods requires the students to at least have a personal computer. The primary analysis shows that 28 participants have laptops and one has a desktop while eleven (26%) do not have a personal computer. Such findings are inconspicuous as the call for the integration of technology in teaching and the call for online learning is far-fetched given the fact that personal computers are not available to all students.

Construct Two: ICT and Teaching Literature

The second construct of the questionnaire is designed to understand the participants' views regarding the interplay of ICT and literature teaching. This construct is different from the subsequent one in that it focuses not on the students' practices and preferences but rather on those of the teachers as conceived by the learners.

The first item "*what teaching aids do you think are more convenient in promoting better learning experiences?*" is relevant to the discussion inasmuch as it gives an idea about the participants' preferences. The raw data indicates that only one participant preferred the traditional lecturing methods in singularity while five participants reported their preference of the technology-based teaching methods. The majority of the participants (85%) reported an inclination towards a mixed-method approach that is based on both traditional lecturing methods and supported by technology.

The second item "*other than lecturing, what other teaching aids are being used in literature classrooms?*" aims at evaluating the diversity in the actual pedagogical practices as conceived by the learners. Given the qualitative nature of this question, the answers are put into categories as illustrated in the table below:

| A typical literature classroom is marked with | Number of answers |
|--|--------------------------|
| None | 12 |
| Projector, audio-visual aids | 10 |
| Discussion and Presentation | 12 |
| Book and physical resources | 5 |
| Presentations, workshops and role-playing | 10 |

The table above shows that literature classrooms include a variety of teaching aids that are both teacher-centered (projector and visual aids) and learner-centered (presentations and role-playing). Interestingly, the participants reported that the technological aids used to foster learning are simply PowerPoint presentations and illustrative videos. This indicates that the use of technology in literature classrooms is in short of not only quantity, in terms of the frequency at which ICT-based methods are used, but also quality as of all the possible technological aids, teachers and students offer only powerpoint presentations and illustrative videos.

The question "*regarding the use of teaching materials, literature classes differ from other classes in terms of*" aims at establishing a contrastive basis for the discussion by assigning

the participants the task of comparing literature classes to other classes. This is relevant to the research problem of the current study given the diagnostic scope primarily set for the treatment design of this research. The answers of the participants can be distributed across the following categories:

| Literature classrooms are distinct in terms of | Number of answers |
|--|-------------------|
| None | 25 |
| teaching materials | 2 |
| Content only | 10 |
| The use of teaching aids | 1 |
| The use of resources | 2 |

The table above illustrates that the majority of the participants believe that literature classrooms are very comparable to other classrooms and that the literary content is the only substantially distinctive feature. Such findings indicate that the issue of excluding the use of technology from the learning/teaching equation is one that needs to be addressed in the entirety of the teaching units.

In order to supplement the answers offered in the previous discussion, the questionnaire assigns multiple-choice questions to the participants. The sum of these questions aims at providing better descriptions of the actual pedagogical practices in literature classrooms with particular reference to the use of ICT-based teaching aids. These questions are in forms of statements, and the participants express the applicability frequency of each statement by assigning an adverb of frequency that best-describes factuality. The table below illustrates the answers given for each statement with their corresponding percentages. It is noteworthy than one participant refrained from providing feedback to this assignment resulting in a worksheet of 39 participants.

Table 09: Participants' description of literature classrooms

| | Never | | Rarely | | Sometimes | | Often | | Always | |
|---|--------|------------|--------|------------|-----------|------------|--------|------------|--------|------------|
| | Number | Percentage | Number | Percentage | Number | Percentage | Number | Percentage | Number | Percentage |
| Literature classrooms are purely lecture-based. | 1 | 2,5 % | 3 | 7,5 % | 14 | 35% | 10 | 25% | 11 | 27,5% |
| Teachers use PowerPoint and other interactive software to illustrate. | 6 | 15% | 19 | 47,5 % | 11 | 27,5 % | 3 | 7,5 % | 0 | 0% |

| | | | | | | | | | | |
|---|----|-----|----|--------|---|-----|---|-----|---|------|
| Teachers use formal interactive platforms (Moodle/email) to aid teaching. | 14 | 35% | 17 | 42,5 % | 2 | 5% | 6 | 15% | 0 | 0% |
| Teachers use informal interactive platforms (Facebook/SMS) to aid teaching. | 20 | 50% | 10 | 25% | 4 | 10% | 4 | 10% | 1 | 2,5% |

The answers to the first statement “*literature classrooms are purely lecture-based*” highlights the fact that more than half of the participants believe that literature classrooms are either completely (27.5%) or significantly (25%) lecture-based. Such findings give the impression that the pedagogical practices in literature classrooms are still subject to the traditional practices of teacher-based lecturing.

With regard to the statement “*Teachers use PowerPoint and other interactive software to illustrate*”, the analysis of the questionnaire shows that none of the participants reported the constant implementation of interactive presentation software to enhance the quality of teaching. On the other end of the spectrum, 15% of the participants reported that teachers never integrate interactive software in their teaching regimen. The fact that almost half of the participants (47.5%) reported a rare use of such teaching aids further supports the contention that teaching literature is subject to tradition lecture-based practices.

The internet offers many platforms that can help learning. However, some of these platforms are formal, such as Moodle, while others are informal, such as Facebook. What is meant by formality at this juncture is that these platforms are universally acknowledged to be information exchange bases. Formality is, by no manner of means, synonymous with convenience. On the contrary, one can argue that the majority of the students are more at ease with the use of Facebook than they are with the university platform. The following two subquestions identify the use of formal and informal information exchange platform by teachers of literature.

The answers to “*teachers use formal interactive platforms (Moodle/email) to aid teaching*” indicate that teachers rarely if ever use formal platforms to support their instructions. This translates to the numerical values of the adverbs of frequency “*never*” and “*rarely*” being 14 and 17 respectively. Moreover, none of the participants reported the constant use of formal platforms. Such findings do not reflect the ministry’s desire to promote online learning especially in periods of quarantine. The reasons for the teachers’ refrain from using the official

learning platforms is that many teachers and students did not receive direct training in the use of these platforms.

Regarding the use of informal learning platforms, as expressed in the statement “*Teachers use informal interactive platforms (Facebook/SMS) to aid teaching*”, the participants offered answers very comparable to the previous statement. The majority of the participants (75%) reported a rare or non-existent use of any of the informal platforms to aid learning. Given that the majority of the students and teachers have access to social media and that the use thereof is relatively easy, it is surprising that the university community, especially the teachers, are not turning that into good avail.

□ Means and Standard Deviation calculations

In order to understand the general tendency of the participant, a mean and standard deviation calculation is carried out where the frequency adverbs are assigned numerical values as follows:

| Never | Rarely | Sometimes | Often | Always |
|-------|--------|-----------|-------|--------|
| 0 | 1 | 2 | 3 | 4 |

The standard deviation values would range between 0 and 4, with 0 indicating that the participants agree unanimously on the answer and 4 indicating an extreme bipolar distribution pattern of answers. The following table illustrates the means and standard deviation values of the participants’ answers to the aforementioned statements:

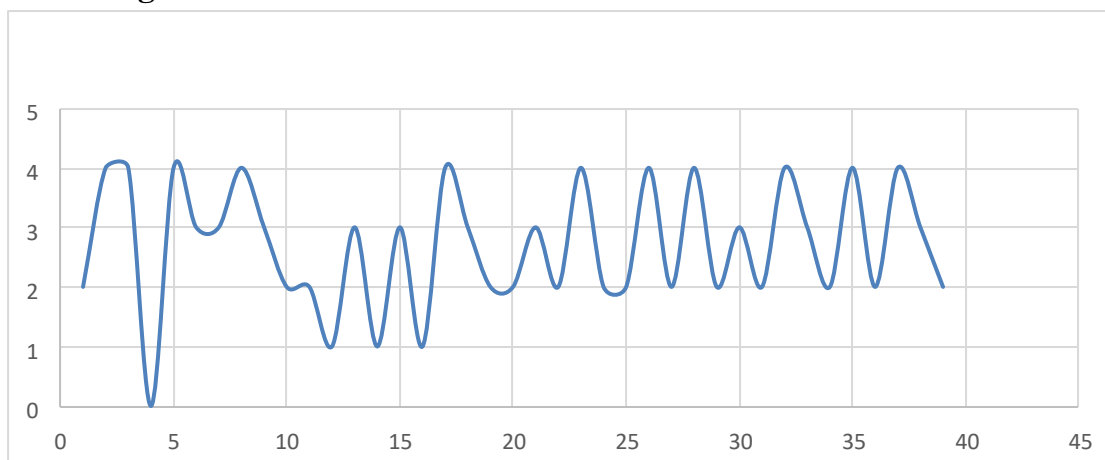
Table 10: means and standard deviation values

| | Means | Standard Deviations |
|---|----------|---------------------|
| Literature classrooms are purely lecture-based. | 2,692308 | 0.321558 |
| Teachers use PowerPoint and other interactive software to illustrate. | 1,282051 | 0.658792 |
| Teachers use formal interactive platforms (Moodle/email) to aid teaching. | 1 | 0.312485 |
| Teachers use informal interactive platforms (Facebook/SMS) to aid teaching. | 0,871795 | 0.428971 |

The table above shows that the mean value of the participants’ report to the first statement “*literature classrooms are purely lecture-based*” is at almost 2.7 which is closer to the value corresponding to the adverb of frequency “*often*”. This means that the general opinion of the participants is that literature classrooms are often lecture-based. On the other hand, the standard deviation value of the same statement is $\sigma=0.321558$. The low value of sigma translates

to very low variations across the participants' answers. Put otherwise, the participants' answers to this statement tend to cluster around the same value as illustrated in the following figure:

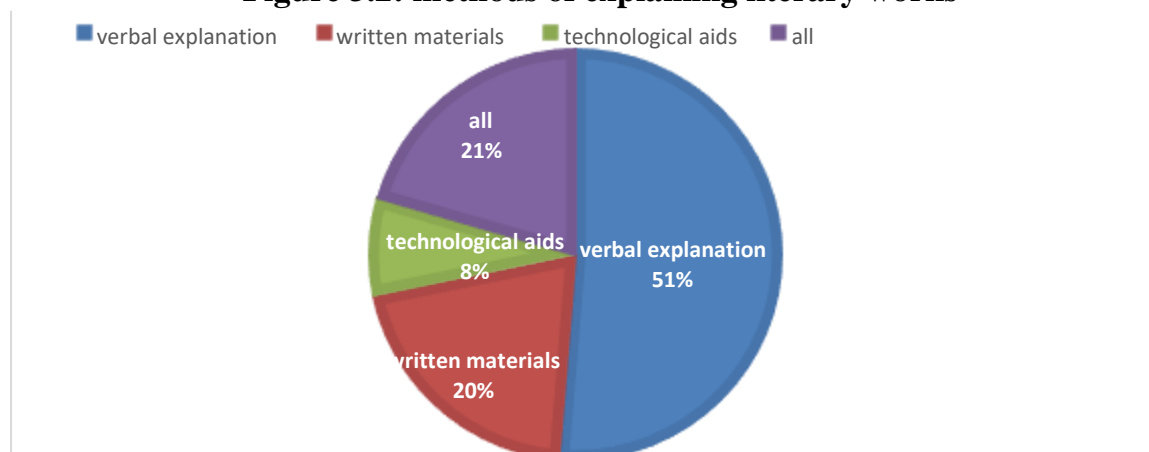
Figure 3.1: Standard deviation values for lecture-based instruction



The participants' feedback regarding the statement "*Teachers use PowerPoint and other interactive software to illustrate*" translates to a mean value of $\bar{x} = 1.282051$. Such a value is closer to the value corresponding to the adverb of frequency "*rarely*". This implies that the participants generally think that the use of PowerPoint and other interactive presentation software is rare. These findings are not surprising given the claim established from the first statement that literature classrooms are based substantially upon lecturing methods. The table above shows that the standard deviation value is relatively low ($\sigma = 0.658792$), which is symptomatic of statistically insignificant variation across the participants' answers. In other words, it can be argued from the low standard deviation value that the participants almost agree on the "*rare*" use of interactive presentation teaching aids.

With regard to the use of formal and informal information exchange platforms expressed in the following statements "*teachers use formal interactive platforms (Moodle/email) to aid teaching*" "*Teachers use informal interactive platforms (Facebook/SMS) to aid teaching*" respectively, the analysis indicate very comparable findings. The raw data illustrated in the table above show that the participants conceive the teachers to be using such platforms rarely. Moreover, the low standards deviation values enables the researcher to generalize such a conclusion on the entire sample.

In order to support the answers provided in the multiple-choice questions above, the questionnaire offers a question that helps understand the way literature teachers explain literary works. The following figure illustrates the participants' answers:

Figure 3.2: methods of explaining literary works

The figure above shows findings that concord with the conclusions drawn from the analysis of the previous questions. More than half of the participants report the use of verbal explanation to explain literary texts while one fifth of them reported the use of written materials. This shows that the majority of the participants experience the explanation of literary works by means of verbal and written instruction that is deprived of the use of any technological aids. It is noteworthy that the use of verbal and written means of instruction form the bedrock of lecture-oriented teaching.

Construct Three: ICT and Learning Literature

While the previous construct is designed to investigate the pedagogical practices of the teachers as perceived by the students, the third construct includes items that extract data about the pedagogical practices of the participants which as the sum of individual learning strategies that the student deem efficacious. In order to approach the task quantitatively, the items in this construct are in form of five point likert scale which helps identify frequencies, means and standard deviation values as illustrated in the following table:

Table 11: Participants' integration of ICT in their learning strategies

| | Never | | Rarely | | Sometimes | | Often | | Always | |
|--|------------|----------------|------------|----------------|------------|----------------|------------|----------------|------------|----------------|
| | Num ber | Percent age | Num ber | Percent age | Num ber | Percent age | Num ber | Percent age | Num ber | Percent age |
| I use YouTube to watch plays and movies instead of reading novels. | 4 | 10.2% | 2 | 5.12% | 16 | 41% | 10 | 25.6% | 7 | 17.9% |
| I visit websites such as e-note to read a novel's summary instead of reading the whole novel | 3 | 7.7% | 6 | 15.4% | 11 | 28.2% | 8 | 20.5% | 11 | 28% |

| | | | | | | | | | | |
|---|----|-------|----|-------|----|-------|---|-------|----|-------|
| I use formal interactive platforms (moodle/email) to aid learning | 12 | 30.8% | 12 | 30.8% | 5 | 12.8% | 5 | 12.8% | 4 | 10.2% |
| I use informal interactive platforms (Facebook/SMS) to aid learning | 7 | 18% | 9 | 23% | 12 | 30.7% | 6 | 15.3% | 5 | 12.8% |
| I use PowerPoint and other software to do presentations and class requirements | 4 | 10.2% | 11 | 28.2% | 10 | 25.6% | 7 | 17.9% | 7 | 17.9% |
| I use PowerPoint and other software to summarize the course | 13 | 33.3% | 10 | 25.6% | 11 | 28.2% | 1 | 2.5% | 4 | 10.2% |
| I have access to the internet in class | 21 | 53.8% | 9 | 23% | 4 | 10.2% | 2 | 5.1% | 2 | 5.1% |
| I have access to the internet at home | 0 | 0% | 5 | 12.8% | 12 | 30.7% | 5 | 12.8% | 17 | 43.5% |
| I consider myself to be having the needed computer knowledge to pursue my studies | 2 | 5.12% | 9 | 23% | 15 | 38.4% | 4 | 10.2% | 9 | 23% |

With regard to the statement “*I use YouTube to watch plays and movies instead of reading novels*”, the data shows that the greatest number of the participants (41%) fall within the range of regular use of videos that illustrate literary works. Although the experience of reading the original work is irreplaceable, the student may find convenience in saving time by watching video summaries of the novels, particular prior to examination periods.

The feedback provided for the statement “*I visit websites such as e-note to read a novel's summary instead of reading the whole novel*” offers very heterogeneous results. The raw data shows that the use of online notes is a learning strategy that is not commonly agreed on to be effective. The analyses of the subsequent statements may provide sound interpretation for such findings.

With regard to the use of formal platforms to support learning, the table above shows that almost one third of the participants (30.8%) had no experience whatsoever with Moodle platforms and do not use email as an official correspondence platform. Moreover, another one third of them rarely use such platforms. This suggests that the majority of the participants (61.6%) are not very familiar with formal learning and correspondence platforms. Such findings point to one of the serious limitations facing the implementation of ICT-based approaches in learning. That is, if master two students are not familiar with such platforms, how can any distance learning be applicable given the actual context.

The analysis of the questionnaire shows that, unlike the use of formal platforms, informal platforms such as Facebook are used more frequently to support learning. Such findings are not surprising given the fact that the majority of the students are familiar with social media platforms. Compared to the item in the previous contrast, the students are significantly more into the use of Facebook to promote their learning. This can be due to the fact that the teachers are reluctant to engage in unofficial media while the student are more inclined towards convenience regardless of the means.

PowerPoint is one of the most prevalent presentation software that can be used to study. The analysis of the previous construct shows that teacher generally do not employ presentative slides in their teaching materials. The table above shows that the students regularly use PowerPoint both to attend to class requirements such as presentations and less frequently to summarize and study the modules. Although the statistics do not point to considerably frequent use of the presentation software, the findings are relatively higher compared to those extracted from the teachers' application reports. This goes to show that the students take the responsibility of managing their own learning strategies without any exemplary supervision from the teachers.

One of the backbones of ICT in teaching is the internet. The design of the questionnaire items take into account internet accessibility in class and at home for the participants. The findings suggest that the more than half of the participants (53.8%) reported not having access to the internet in class while 23% of them reported the unoccasional access. It should be noted that of all 39 participants, only four reported the regular access to the internet in class. Such findings point to one of the serious limitations of implementing ICT-based approaches in teaching. Indeed, having internet at students' hand is a sinequanon for any subsequent measures aiming to engage the students in any modern teaching agendas.

Another very important aspect to consider when investigating the use of ICT in teaching and learning is internet accessibility at home. The questionnaire offers an item that gives numerical data about the percentage of the participants who have internet access at home and the quality of that access. The data indicates that all of the participants have internet access at home with the majority having above average quality at a moderate frequency. Even though such findings seemingly contradict the lived reality, the findings are not surprising and are highly interpretable given the context of the study. It is noted earlier that the questionnaire was administered online to all of the master two students. It is, thus, expected that the participants who responded are likely to have internet at home given that the participants were away from

university at the time of the study. This also accounts for the students' refrain from answering the questionnaire in the first place.

It was hypothesized that one of the limitations facing the application of ICT-based approaches is the lack of proper training in computer skills. In order to see what the participants' think about their skills in using computers, the questionnaire included a statement "*I consider myself to be having the needed computer knowledge to pursue my studies*". The general analysis of the data suggests that the participants think that their skills are neither completely satisfactory nor wholly non-existent. It should be noted that such findings are based only upon the participants' self-report and that no actual measures are actually taken to test the participants' computer skills. These findings warrant the conclusion that there is a knowledge ground for the integration of ICT in teaching and learning and that the limitations are hardware-related.

□ Means and Standard Deviation Calculations

In a fashion similar to the one carried out in the previous construct, there was a pressing need to establish a mean and standard deviation calculation so as to understand the general tendency of the participant and the level of variation in their answers. A mean and standard deviation calculation is carried out where the frequency adverbs are assigned numerical values as follows:

| Never | Rarely | Sometimes | Often | Always |
|-------|--------|-----------|-------|--------|
| 0 | 1 | 2 | 3 | 4 |

The following table shows the means and standard deviation values of the participants' answers to the statements in the third construct. With regard to the use of videos to understand literary works, the data shows that the mean value is $\bar{x} = 2,358974$ which is above the average value. This suggests that the participants, by and large, use videos that illustrate literary works. However, the standard deviation value ($\sigma = 1.251382$) is not very low suggesting that there is some considerable variation within the participants' answers. Such a variation is likely to be attributable to the fact that using video illustrations is a learning strategy that is not of practical commodity for everyone.

Table 12: means and standard deviation values

| | Means | Standard Deviations |
|--|----------|---------------------|
| I use YouTube to watch plays and movies instead of reading novels. | 2,358974 | 1.251382 |

| | | |
|---|----------|----------|
| I visit websites to read a novel's summary instead of reading the whole novel | 2,461538 | 1.301257 |
| I use formal interactive platforms (Moodle/email) to aid learning | 1,358974 | 1.715712 |
| I use informal interactive platforms (Facebook/SMS) to aid learning | 1,820513 | 2.031225 |
| I use PowerPoint and other software to do presentations and class requirements | 2,051282 | 2.123891 |
| I use PowerPoint and other software to summarize the course | 1,307692 | 0.984227 |
| I have access to the internet in class | 0,794872 | 0.414482 |
| I have access to the internet at home | 2,871795 | 1.201598 |
| I consider myself to be having the needed computer knowledge to pursue my studies | 2,230769 | 1.498355 |

One equal footing, the use of website notes is a learning strategy that is preferred by some students. In view of that, the numerical data suggest that the students generally use these notes at a moderate frequency ($\bar{x} = 2,461538$). Given the value of standard deviation ($\sigma = 1.301257$), there seems to be a significant level of variation across the participants' answers.

The use of formal and informal learning platforms is not very common across the tested participants. However, the use of the informal platforms is relatively more common across the participants than the formal one with each having mean values of $\bar{x} = 1,820513$ and $\bar{x} = 1,358974$ respectively. The standard deviation values for both items are relatively high, particularly regarding the informal platforms' use. This suggests that there is a level of inconsistency in the participants' answers indicating that using Facebook and other informal platforms is not acknowledged by all the participants to be of expedience.

Regarding the use of PowerPoint, the data shows that using it for presentation purposes is more common than using it to summarize the lessons. However, the table above shows that the standard deviation value for the use of PowerPoint for presentation purposes is relatively high ($\sigma = 2.123891$) which is indicative of a random distribution of values across the participants' answers. In other words, there is a high level of variation within the participants' preference to use it. This again highlights the fact that ICT is a learning strategy that is preferred by some learners and ruled out by others.

Internet accessibility is the cornerstone of using technology in teaching. The data suggests that, while all the participants have internet access at home, the majority of the participants do not have access to the internet in class. It is noted worthy that such findings are not surprising given that the languages' laboratory contain computers that do not even run. The standard deviation values in both items are relatively low indicating that there is a uniform pattern to the participants' answers.

The human foundation for the application of ICT-based approaches requires the students and teachers to be well-trained in computer skills. The raw data suggests that the participants report an average mastery of computer skills ($\bar{x} = 2.230769$). The standard deviation value ($\sigma = 1.498355$) indicates that there is a significant level of variation in the participants' answers. This warrant the conclusion that not all participants have the needed computer skills to allow for a good ICT-based teaching environment.

General Conclusion

General Conclusion

Introduction

this chapter offers an overview of the main findings as reported in the previous chapter. Moreover, the chapter sketches a context to address the research questions of the present study by drawing reference to the main results. In addition, the chapter identifies the sources of apprehension that faced the present research. Finally, the chapter offers some recommendations for further research with the aim to lay the ground for better and more comprehensive research papers with similar scopes.

Overview of the results

The analysis of the questionnaire showed that the sample of the study is almost homogeneous in that the majority of the participants have one academic training background. The analysis also indicates that more than one quarter of the participants do not have laptop or desktop which is a critical issue in creating futuristic pedagogical avenues. The participants reported an interest in mixed-method teaching environment where there is a synthesis between traditional lecturing and other technology-based approaches. The evaluation of current classroom practices shows that there is a variety of teaching aids that are in use, such as projectors, presentations, workshops. However, the analysis shows that literature classes are not very different from other classes in terms of the quality of teaching materials. The fivepoint likert scale shows that the majority of the participants see that lecturing is prevalent in literature teaching methods and that teachers rarely use ICT-based techniques, aids and communicative platforms.

With regard to the individual strategies developed by the students to manage their learning progress, the analysis shows that the students are more active in terms of their use of ICT-based aids, such as PowerPoint. The students also report a frequent reliance on videos and illustrative slides to better understand literary work. However, the use of formal communication platforms, such as Moodle, is very rare. One promising turn of events is that the participants report regular access to the internet from. However, this piece of trivia can be attributed to the fact that only participant with home internet access could participate in the study.

Conclusion

The present study is descriptive in nature, yet it enjoys the prescriptive capacity of didactic studies. The primary aim is to offer a holistic evaluation of the current pedagogical practices in the context of literature teaching in the department of English at Ammar Thelidji University of Laghouat. The integration of ICT as a variable of study stems from the fact that the traditional teaching approaches override the teachers' desire to offer innovative teaching materials and that the use of ICT is an essential element in the students' credentials.

The study shows that the pedagogical scene in the case study department lags behind in terms of its deployment of innovative teaching materials. This lag is attributable to the lack of serious formal training in ICT and to the departments' material shortage. The instances of integrating technology are limited to mere usage of PowerPoint slides, which means that no mentally challenging technological supports are being used.

The study, thus, addresses the first research question by concluding that the extent to which ICT-based approaches are used in literature classes almost come to naught and that the general scene is marked by particular prevalence of traditional lecture-based methods that are evaluated by the modern scholarly community as being inefficient and passive.

The integration of ICT in the process of learning is relatively more prevalent from the students' part. The data warrant the conclusion that there is a fertile ground for the application of ICT in teaching inasmuch as the students acknowledge having decent levels of mastery of the computer skills. This is reflected in the fact that the students avail themselves of technology to an acceptable extent. The study, thus, addresses the second question by concluding that learning management by learners involves some aspects of technology. However, the use is very limited both in quality and quantity.

The use of technology, particularly ICT, is still on its baby steps at the Algerian universities. This is expected knowing that internet access is not available to all students and that most government sectors still opt for traditional methods. The study addresses the last research question by concluding that there are some serious limitations set against the ideal application of ICT-based approaches in teaching literature. These approaches, however effective, require a solid human and material ground that the Algerian universities still cannot

provide.

Limitations

In this research work, we found ourselves face to face with some obstacles that disrupted the course of the work, such as COVID-19 Pandemic, which was the first and the biggest block resulting in a series of unfortunate events such as the university hiatus. Such a turn of event prevented us from meeting our supervisor in order to discuss the work. Not only that, but it also outfaced our work as a pair due to the impossibility of meeting which caused a lot of misunderstandings between us the three, the researrchers and the supervisor. The closing of libraries meant the lack of sources. In addition to that , the pandemic obstructed us from making our investigation in reality. Therefore, we had to do it all on Internet, the latter pushed us to relinquish a lot of things we wanted to realise. The online administration of the instruments resulted in a small number of participants answering the questionnaire. The the generalizability of the conclusions derived from the present study are heavily influeced by the impossibility of running reliability tests and covariate measures of analysis.

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Appendices

Appendix A: Questionnaire

Dear informant,

This questionnaire is designed as a tool to understand the use of technology in literature classrooms. The study investigates the use of ICT (information and communication technology) in literature EFL classes. This questionnaire attempts to collect information to examine the students' attitudes towards the use of technology in teaching and learning literature. The answers you provide will be taken with the utmost secrecy and will be used only for research purposes. Your identity will remain anonymous.

You are kindly requested to fill in the following questionnaire according to your personal opinion. Your help is highly appreciated.

Section One: Personal Background

1. Age:

2. Gender

Mark only one oval.

Male

Female

3. Do you have any other diplomat?

Mark only one oval.

Yes

No

4. If yes please specify !

5. Is it your choice to study English?

Mark only one oval.

Yes

No

6. What are the other specialties would you be interested in ? Why?

7. Do you have a

Mark only

one

oval.

laptop

desktop neither

Section two: ICT and Teaching Literature.

8. What teaching aids do you think are more convenient in promoting better learning experiences?

Mark only one oval.

traditional aids technological aids traditional

aids and technological

aids

9. Other than lecturing, what teaching aids are being used in literature classrooms?

10. Regarding the use of teaching materials, literature classes differ from other classes in terms of?

11. Put a tick on the cell that corresponds to your literature learning experiences

Mark only one oval per row.

| | never | rarely | sometimes | often | always |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Literature classrooms are purely lecture-based. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Teachers use PowerPoint and other interactive to illustrations. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Teachers use formal interactive platforms (moodle/email) to aid teaching. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Teachers use informal interactive platforms (facebook/sms) to aid teaching. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

12. Your teacher of literature explains a literary work via :

Mark only one oval.

- verbal explanation
- written material
- using a
- technological aid

all

Section three: ICT and Learning Literature

13. Put a tick on the cell that corresponds to your literature learning experiences:

Mark only one oval per row.

| | never | rarely | sometimes | often | always |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| I use YouTube to watch plays and movies instead of reading novels. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I visit websites such as e-note to read a novel's summary instead of reading the whole novel. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I use formal interactive platforms (moodle/email) to aid learning. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I use informal interactive platforms (facebook/sms) to aid learning. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I use PowerPoint and other software to do presentations and class requirements | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I use PowerPoint and other software to summarize the courses | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I have access to the internet in class. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I have access to the internet at home. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I consider myself to be having the needed computer knowledge to pursue my studies. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

ملخص

يتطلب التدريس الرسمي للأدب فحصًا دقيقًا لوسائل التدريس. تهدف الدراسة الحالية إلى التحقق من استخدام تكنولوجيا المعلومات والاتصالات في فصول الأدب. يتضمن هذا التحقيق استكشاف طريقة نشر التكنولوجيا ومواقف الطلاب تجاهها. تلقي الدراسة الضوء على القيود الاحتمالية التي تواجه التنفيذ المثالي للنهج القائم على تكنولوجيا المعلومات والاتصالات لتدريس الأدب. يستخدم الإطار المنهجي الذي تم تطويره لهذه الدراسة المنهج الوصفي المختلط حيث يتم اختيار عينة من 04 طالبًا وطالبة ماجستير من قسم اللغة الإنجليزية بجامعة عمار تليجي. يتم إجراء استبيان مكون من 31 عنصرًا عبر الإنترنت من أجل جمع البيانات اللازمة للرد على أسئلة البحث. تشير النتائج ، بشكل عام ، إلى وجود نقص حاد في دمج المواد التعليمية بمساعدة الكمبيوتر من جانب المعلمين. يُظهر الطلاب ، على المستوى الاقتصادي ، استخدامًا أكثر تواترًا لتكنولوجيا المعلومات والاتصالات في إدارة نتائج التعلم.

Resumé

L'enseignement formel de la littérature nécessite un examen attentif du matériel didactique. L'étude actuelle vise à étudier l'utilisation des TIC dans les cours de littérature. Une telle enquête englobe l'exploration de la manière dont la technologie est déployée et les attitudes des élèves à son égard. L'étude met en lumière les limites probabilistes de la mise en œuvre idéale d'une approche assistée par les TIC pour l'enseignement de la littérature. Le cadre méthodologique développé pour la présente étude utilise l'approche descriptive à méthode mixte où un échantillon de 40 étudiants et étudiantes de master sont choisis dans le département d'anglais de l'Université Ammar Thelidji. Un questionnaire de 13 items est administré en ligne afin de collecter les données nécessaires pour répondre aux questions de recherche. Les résultats, dans l'ensemble, suggèrent qu'il y a un manque criant dans l'intégration du matériel didactique assisté par ordinateur de la part des enseignants. Les étudiants, au contraire, montrent une utilisation plus fréquente des TIC dans la gestion de leurs acquis d'apprentissage.